

English, Grade 11 College ENG3C

Lesson 1: What I Need vs What I Want

Connections to Financial Literacy

Financial literacy knowledge and skills which will be addressed and assessed in this lesson:

- understanding needs and wants;
- social, ethical and environmental implications of financial decisions;
- active citizenship.

As well, “students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers.”

*Financial Literacy:
Scope and Sequence of Expectations, p. 3*

Text Form(s) Explored in Lesson

Poetry

Text Forms Created in Lesson

Graphic Organizer
Supported Opinion Paragraph

Curriculum Expectations

ORAL COMMUNICATION

Overall Expectations:

By the end of this course, students will:

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Specific Expectations:

Purpose

1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks

Using Active Listening Strategies

1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions

Using Listening Comprehension Strategies

1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts

Demonstrating Understanding of Content

1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways

2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Purpose

2.1 communicate orally for a variety of purposes, using language appropriate for the intended audience

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience

READING AND LITERATURE STUDIES

Overall Expectations:

By the end of this course, students will:

1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning

Specific Expectations:

Variety of Texts

1.1 read a variety of short, contemporary student and teacher-selected texts from diverse cultures, identifying specific purposes for reading

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including increasingly complex texts

Making Inferences

1.4 make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts

Extending Understanding of Texts

1.5 extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power

2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

Text Forms

2.1 identify a variety of characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning

Elements of Style

2.3 identify a variety of elements of style in texts,

	including increasingly complex texts, and explain how they help communicate meaning and enhance the effectiveness of the texts
3. Reading With Fluency: use knowledge of words and cueing systems to read fluently	Reading Familiar Words 3.1 automatically understand most words in a variety of reading contexts Reading Unfamiliar Words 3.2 use appropriate decoding strategies to read and understand unfamiliar words
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading	Metacognition 4.1 describe a variety of strategies they used before, during, and after reading; explain which ones they found most helpful; and identify appropriate steps they can take to improve as readers Interconnected Skills 4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively
WRITING	
Overall Expectations: By the end of this course, students will:	Specific Expectations:
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience	Identifying Topic, Purpose, and Audience 1.1 identify the topic, purpose, and audience for a variety of writing tasks Generating and Developing Ideas 1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate Research 1.3 locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate Organizing Ideas 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing Reviewing Content 1.5 determine whether the ideas and information gathered are relevant to the topic, accurate, complete, and appropriately meet the requirements of the writing task.

Learning Goals

By the end of this lesson, students will know, understand and/or be able to:

- use a structured method of analysis, “Dialogue with a Text”, to deconstruct a poem and identify the theme (or author’s message);
- explain how the elements of a poem work together to create the theme or author’s message;
- identify the speaker, character, or narrator’s attitude about poverty, affluence, money, or debt;
- support their ideas with specific evidence from a poem.

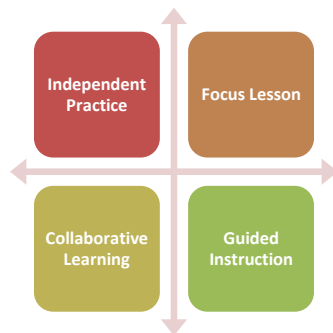
Instructional Components and Context

Readiness	Terminology	Materials
<p>Students should be familiar with the following literary elements and be able to identify them in a text:</p> <ul style="list-style-type: none"> • Character • Setting • Plot • Point of View • Flashback • Foreshadowing 	<p>Related to the Curriculum</p> <ul style="list-style-type: none"> • Perspective • Atmosphere • Stanza • Connotation • Denotation • Theme <p>Related to Financial Literacy</p> <ul style="list-style-type: none"> • Affluence and poverty • Debt • Wants and Needs 	<p>Minds On Handout 1-1: Five Points of View</p> <p>Action Handout 1-2: “Money Talks”</p> <p>Handout 1-3 Dialogue with a Text Note: Teacher will need to collate these ahead of time by folding two sheets, stapling spine and trim top edge to form a booklet)</p> <p>Consolidation Medium Sized, lined, index cards</p>

Instructional Strategies

This lesson is built around Gradual Release of Responsibility

In GRR, four things should happen in every lesson, every day. These four things can happen in any order:



Quality Indicator 1- Complexity of Task: *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*

Quality Indicator 2 - Joint attention to tasks or materials *Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.*

Quality Indicator 3 - Argumentation not arguing: *Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*

Quality Indicator 4 - Language support: *Written, verbal, teacher, and peer supports are available to boost academic language usage.*

Quality Indicator 5 - Grouping: *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*

Quality Indicator 6 - Teacher role: *What the teacher is doing while productive group work is occurring – monitoring comprehension and application.*

Sources: *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Douglas Fisher and Nancy Frey*
<http://www.fisherandfrey.com/>

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description

Notes to teacher:

1. Teacher reviews the following Lesson Outcomes and posts them in a prominent location so that students can refer back to them throughout the lesson:

The Purpose of Today's Lesson:

Today we are going to read a poem on our own, and then share our thinking with a learning partner using a guided discussion tools so that we can:

- Reflect on what we know about poverty and affluence and how those terms vary depending on **perspective**.
- See how each of us brings our own experiences to play when making meaning of the things we read and view
- See how using prompts to guide and examine our thinking helps us to organize our thinking and understanding with texts that may be challenging

Independent & Collaborative

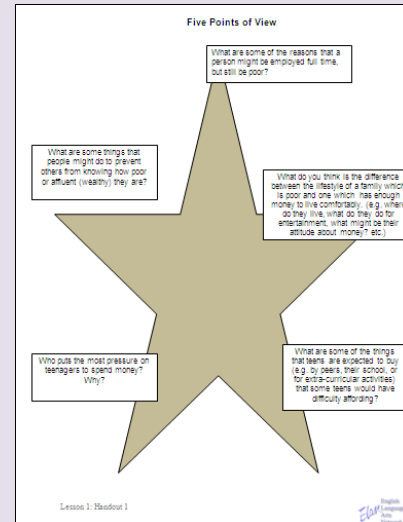
Think-Pair-Share (approximately 20 minutes)

2. Provide students with a copy of **Handout 1: Five Points of View**. Provide students with a few minutes of quiet think time where they can jot down some response ideas related to the questions around the star.
3. Students join one or two peers to share their ideas for each point of the star and agree on what should be recorded for each point.

4. Teacher invites students to share their thinking with the class. In order to build accountability, s/he may wish to number groups (1, 2, 3,...) and then have students letter heads (a, b, c,...). In an accountable model, the teacher asks each group to rehearse their response to one of the questions, then randomly selects a group **and** student to share their response with the class (e.g. “Group 4, person c, could you please share your group’s ideas with us please.”)



In the **Gradual Release of Responsibility** structure, this activity allows students think on their own first and then put **Joint attention to the task**. Students are interacting with one another to build each other’s knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.



The Five Points of View Activity will help activate thinking at beginning of instruction; it can also be used to consolidate thinking after instruction.

- These questions are constructed to allow for discussion of an idea from five different perspectives or points of view.
- The organizer uses the levels of Bloom (1984) to examine a concept; each point reflects a level of thinking:
 - Recall or describe
 - Compare or contrast
 - Associate or connect
 - Analyze or take apart
 - Synthesize or apply
- The points of view help learners relate new and/ or prior learning about the topic.
- This organizer could be used as a processing tool to generate discussion, create energy for new learning, or to check for understanding.

Adapted from *Teacher Teams that Get Results*, Gregory & Kuzmich, 2007, Corwin Press

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Notes to teacher:

Focus Lesson

(approximately 5 minutes)

1. Teacher defines the term perspective highlighting these key points:

- ✓ Perspective here refers to ***How the reader's attention is directed and controlled by the voice that's telling the story***
- ✓ It incorporates Point of View:
 - ° First person – participant, observer, reporter
 - ° Second person – placing the reader in the main character's position
 - ° Third – omniscient, limited omniscient (i.e. fly on the wall), reporter

Some additional questions that could be considered when thinking about perspective are:

- How reliable is this narrator?
- How long ago did the events occur in relation to the telling of them?
- Has the narrator/ perspective changed over the course of the text?
- How distanced does the reader feel from the narrator and the action?
- Does the voice change over the course of the story?
- How does the narrative voice affect the other literary elements?
- What impact does the narrative voice have on the author's central idea?
- What is the tone - speaker's attitude toward what is being described - created by the narrator?

Collaborative Learning

(approximately 20 minutes)

2. Teacher distributes **Handout 1-2: "Money Talks"** and asks students to read the poem on their own, one or two times.

Handout 1-2: "Money Talks"



Handout 1-3 Dialogue with a Text

My name: _____
My Dialogue Partner's Name: _____

Dialogue with a Text
By Robert Probst

Instructions:

- On your own, read the poem silently, twice.
- Exchange booklets with one other person in your group and record their responses for pages 2 to 11. When you get to page 12, record your own responses; you may wish to share this response with your partner(s) before writing it down in the booklet.
- **DO NOT SKIP or READ AHEAD – READ THE QUESTION ONLY WHEN YOU AND YOUR GROUP MEMBERS HAVE FULLY EXPLORED THE QUESTION(S) BEFORE IT.**

Gradual Release of Responsibility



Teacher role:

While productive group work is occurring, the teacher circulates to monitor –

- ✓ Comprehension.

3. Teacher divides the class in two by numbering students. Each student finds his or her partner with the same number and then work through the questions in **Handout 1-3: Dialogue with a Text** by following the instructions on the front of their booklet.

Note: Students do not need to complete all of the questions in the *Dialogue with a Text* booklet. Let students know how much time they will have to work together on this activity and then provide them with one or two time checks as they move through the activity.

- ✓ *How students are interacting with one another to build each other's knowledge.*
- ✓ *Body language and movement associated with meaningful conversations, and shared visual gaze on materials.*
- ✓ *Students are using accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*
- ✓ *Teacher collects Dialogue with a Text Booklet and assesses where students are in relation to the Learning Goals for the lesson.*

Consolidation

- ♦ Providing opportunities for consolidation and reflection
 - ♦ Helping students demonstrate what they have learned
- Components of Consolidation:
- discussion of student work
 - teaching emphasis
 - highlights and summary (What did you learn?)
 - Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
 - independent or further guided practice

Guided Instruction

(5–10 minutes)

1. Teacher selects one of the perspective questions (from the focus lesson) and models in a think aloud manner how s/he would select and use evidence from the text to respond to one question:

- How reliable is this narrator?
- How long ago did the events occur in relation to the telling of them?

- Has the narrator/ perspective changed over the course of the text?
- How distanced does the reader feel from the narrator and the action?
- Does the voice change over the course of the story?
- How does the narrative voice affect the other design elements?
- What impact does the narrative voice have on the author's central idea?
- What is the tone - speaker's attitude toward what is being described - created by the narrator?

2. Teacher highlights the parts of his/ her response that provides evidence from the text in one colour and parts which provide analysis in another colour. Teacher response is posted where students can review it as they write their own responses. If students are assigned the independent task as homework, the teacher could post his/ her response and the highlighted text on a shared web space. (Taking a photo with a Smartphone or use a document camera will make this easier.)

Independent

3. Students select another perspective question and write their own responses on a medium sized index card.

4. Before submitting their response, students highlight the evidence from the text in one colour and their analysis in another colour.



Differentiated Assessment

By allowing the students to select the question they respond to offers the students *choice*. Students should be encouraged in Differentiated Instruction/ Assessment environments to make a selection that will stretch their own thinking and learning. In other words, their choice is neither too hard, nor too easy for them.



Gradual Release of Responsibility

Complexity of Task: The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists)



Assessment of learning

The co-constructed criteria can be used as a checklist by the teacher to determine who has “Met” and “Not Yet Met” the expectations of writing a supported opinion paragraph.

Teachers are encouraged to provide the students with descriptive feedback (feedback which explicitly references the co-constructed criteria).

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